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ABSTRACT

This document contains computer skills curriculum plans for the public schools of North Carolina; these lesson plans are designed specifically for grades K-4 and focus on keyboarding. The lesson plans for each grade include a list of materials needed, lesson time, teacher preparation activities, outline of activities, and instructional measure. Computer and communications skills objectives addressed by the lesson are also listed. Worksheets and other support materials are also included. (AEF)

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ED 405 800

Keyboarding

Computer Skills Curriculum

Terms

Computer
Keyboard
Software
Printer
Letter keys
Number keys
Space Bar
Return/Enter key
Arrow keys
Shift key
Insert
Delete/Backspace
Caps Lock key
Symbol key
ESC key
Tab key
Posture
Home Row keys
Strike
Word wrap
Double Space
Text

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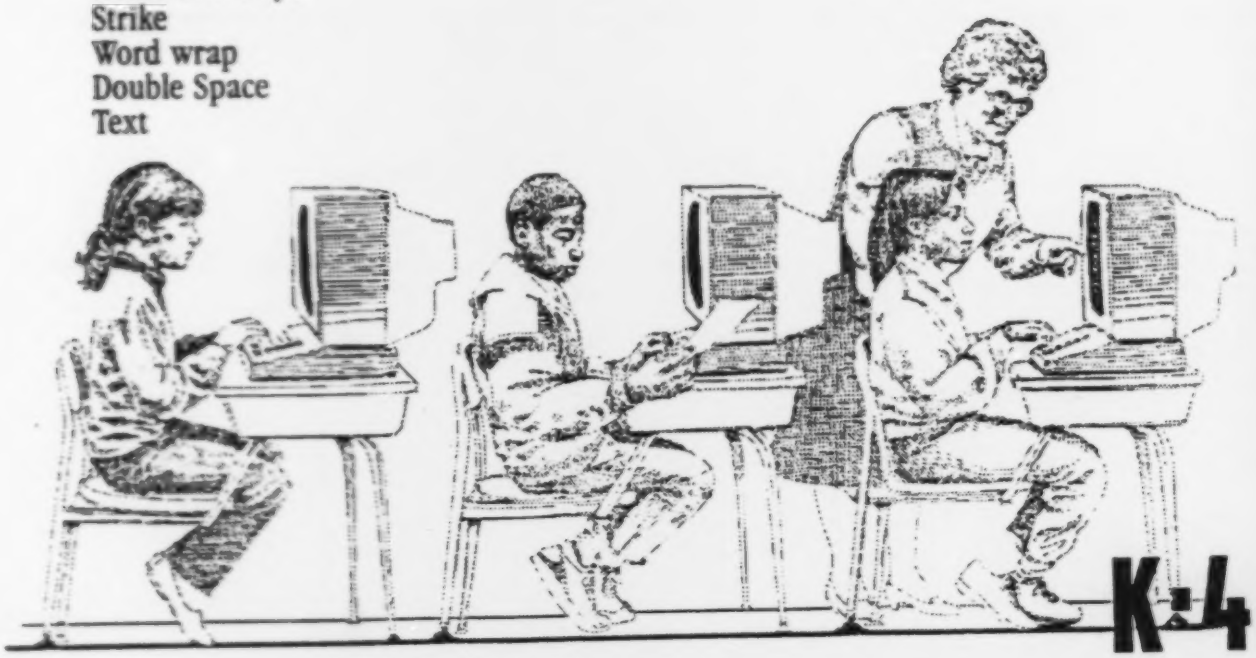

K-4

IR017831

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TITLE: NC Computer Skills Curriculum Lesson Plans

BY: Instructional Technology (formerly Computer Services Section)
Public Schools of North Carolina

DATE: 1994-1995

ISSUES
SKILLS
APPLICATION

Computer Skills Curriculum

K

Objectives Addressed by This Lesson

Communication Skills
1.1 The learner will apply PREPARATION strategies to comprehend or convey experiences and information.

Computer Skills: (Gr. K)
2.2 On a keyboard, identify letters, numbers, and other commonly-used keys (e.g., RETURN/ENTER, space bar).

Title: Identify Letters and Numbers!
Grade: K
Competency 2.2: On a keyboard, identify letters, numbers, and other commonly-used keys (e.g., RETURN/ENTER, space bar).
Measure 2.2.1: Color letters on a paper computer keyboard as the letters are shown or read by the teacher.

Materials Needed: Paper keyboards, crayons/magic markers, large poster of keyboard, floor mat or floor-painted keyboard (optional), set of large alphabet and number cards.

Time: 6-8 minutes; 3-5 minute drills; repeat over several sessions.

Activities

Pre-Activities:
Teacher Preparation
1. Make or obtain paper keyboards, crayons, and set of cards.
2. Determine which letter and number cards will be used in each session. Suggestion: Introduce letter cards with letters from the home row first (a, s, d, f, h, j, k, l, ;). Three to five cards may be sufficient for one practice session.

Activity:
1. Distribute paper keyboards and crayons/magic markers to students.
2. Using the large poster keyboard, show children the letters and numbers that you will be practicing that day.
3. Have students touch each letter or number on their paper keyboard as you touch it on the large poster keyboard.
4. Hold up letter and number cards, one at a time, for all students to see.
5. Have students find and color the letter or number on the paper keyboard as that card is shown.
6. After several cards, review by holding up the letter and number cards and having the students point to them on the keyboard.

Follow-up/Extensions:
1. Use color coding to help students identify the letters and numbers, such as "Let's color the space for the 'f' key green."
2. Using a floor mat or floor painted keyboard have students stand on the appropriate letters and numbers as each is called.

Measure
Distribute additional paper keyboards to students. Call out letters for students to identify by coloring the correct letter with specific colors. Reteach and provide additional practice for those students experiencing difficulty.

TERMS

Computer
Keyboard
Letter keys
Number keys

ISSUES
SKILLS
APPLICATION

Computer Skills Curriculum

K

Title: Find Your Name!
Grade: K
Competency 2.2: On a keyboard, identify letters, numbers, and other commonly-used keys (e.g., RETURN/ENTER, space bar).
Measure 2.2.2: Given a typewriter, keyboard device, or computer, find the letters of your first name.

Materials Needed: Typewriter, keyboarding device (e.g., Type-Right), or computer; cards for students with first names printed on them; large set of cards with letters and numbers on them (one letter or number per card).

Time: 3-5 minutes for each activity, repeating as necessary.

Activities

Pre-Activities:
Teacher Preparation

1. Prepare one card for each student with his/her name printed on it.
2. Use the letter and number cards prepared for the *Identify Letters and Numbers!* lesson.
3. Divide students in pairs for Activity 2.

Activity 1:

1. Hold up a letter card and say the letter name.
2. Tell students to locate and press (i.e., "key in") the letter using their index finger.
3. Instruct students to locate the space bar on the keyboard and to press it once after keying in each letter.
4. Continue to call out letters and to monitor class progress.
5. Instruct students to locate the RETURN key on the keyboard and to press it once after every five letters. (The teacher should prompt students to press RETURN, by saying "Press the RETURN key.")
6. Repeat activity of #5 using the space bar.

Activity 2:

1. Pair students with a partner and have them move to the keyboarding device, typewriter, or computer they will be using. Pass out the cards with student names printed on the cards.
2. Use the index cards as a model and their index fingers for keying the letters. Have students key in the letters of their first names.
3. Remind students to use the space bar to leave a space between each time they type their name.
4. Tell them to continue to key their names until you call "time."
5. Monitor student progress to ensure that students are keying their names correcly
6. Have students switch seats and let the other partner have a turn.
7. Repeat the activity using the RETURN key instead of the space bar.

TERMS

Computer
Keyboard
Space bar
RETURN/ENTER key
Letter keys

Measure

Provide each student with an index card with that student's first name. Direct students to key in the letters of their first names three times with a space between each name. The teacher should monitor student work and provide additional practice as necessary.

Objectives Addressed by This Lesson

Communication Skills
1.1 The learner will apply PREPARATION strategies to comprehend or convey experiences and information.

1.2 The learner will apply ENGAGEMENT strategies to comprehend or convey experiences and information.

Computer Skills: (Gr. K)
2.2 On a keyboard, identify letters, numbers, and other commonly-used keys (e.g., RETURN/ENTER, space bar).

KEYBOARDING

ISSUES
SKILLS
APPLICATION

Computer Skills Curriculum

Title: Copy It!
Grade: 1
Competency 2.3: On a keyboard, demonstrate the use of letter keys, number keys and special keys (e.g., shift key, delete/backspace, space bar, arrow keys).
Measure 2.3.1: Given a row of appropriate sight words on the computer screen, type the same words on a line below (e.g., Cat, Dog, Red, Blue, Two, Me).

Materials Needed: Computer with word processing software, teacher-prepared word processing data diskette with words or keyboarding software (such as *MicroType*, *The Wonderful World of PAWS*), teacher-made BINGO game.

Time: Five to ten minutes for each activity, repeated as necessary.

Activities

Pre-Activities:
Teacher Preparation
1. Choose appropriate words based on current vocabulary lists (e.g., words from stories being read).
2. Prepare word processing data diskette with vocabulary words if not using keyboarding software. Place two or three words on each line with two blank lines between each line of words.
3. Prepare a Bingo-type game for vocabulary practice.

Activity 1:
1. Provide each student with a Bingo card and paper or plastic chips to cover words.
2. Call out words and hold up word cards for students to see.
3. Play the Bingo-type game for students to practice vocabulary.

Activity 2:
1. Prepare the computers with vocabulary words on the screen. (If keyboarding software is used, the "open screen" should be selected at the main menu.)
2. Demonstrate the use of the space bar to space between the vocabulary words on the same line and the arrow keys to move to the line below the next line of vocabulary words.
3. Tell students to key in, on the line below and using the index finger, the words shown on the screen. Remind them that they should use the arrow keys and space bar appropriately.
4. Have students practice keying the words.
5. Monitor the students as they key in the words.

Measure
Given a row of appropriate vocabulary words already on the screen, students should key in the same words on the line below as the teacher monitors and records progress. The teacher should provide additional instruction and practice as necessary.

TERMS
Computer
Keyboard
Letter keys
Arrow keys
Space bar

Objectives Addressed by This Lesson

Communication Skills
1.1 The learner will apply PREPARATION strategies to comprehend or convey experiences and information.

1.2 The learner will apply ENGAGEMENT strategies to comprehend or convey experiences and information.

1.3 The learner will apply RESPONSE strategies to comprehend or convey experiences and information.

Computer Skills: (Gr. 1)
2.3 On a keyboard, demonstrate the use of letter keys, number keys and special keys (e.g., shift key, delete/backspace, space bar, arrow keys).

ISSUES
SKILLS
APPLICATION

Computer Skills Curriculum

Objectives Addressed by This Lesson

Communication Skills
1.1 The learner will apply PREPARATION strategies to comprehend or convey experiences and information.

1.2 The learner will apply ENGAGEMENT strategies to comprehend or convey experiences and information.

1.3 The learner will apply RESPONSE strategies to comprehend or convey experiences and information.

Computer Skills: (Gr. 1)

2.4 On a keyboard, demonstrate the use of letter keys, number keys and special keys (e.g., shift key, delete/ backspace, space bar, arrow keys).

Title: **Insert It!**
Grade: **1**
Competency 2.4: **On a keyboard, demonstrate the use of letter keys, number keys and special keys (e.g., shift key, delete/ backspace, space bar, arrow keys).**
Measure 2.3.2: **With your first and last names on the computer screen, use the appropriate special keys to insert your middle name.**

Materials Needed: Computer with word processing software; large screen monitor or projection panel with overhead (recommended for demonstrations); prepared word processing data diskette(s) with student names and sentences for inserting additional words; large poster that shows special keys.

Time: Five to ten minutes, repeated as necessary.

Activities

Pre-Activities:
Teacher Preparation

1. Prepare data diskettes with student names for use in activity.
2. Prepare other data files for students to practice inserting words. (The included sample lesson may be saved on the same data diskette as the one with the student name.)

Activities:

1. Call attention to the large poster showing special keys found on the keyboard (delete/backspace, RETURN/ENTER, shift, space bar, arrow keys, etc.). Have students locate the keys on the poster.
2. On a computer, demonstrate the use of the shift key to make capital letters (using index fingers only). Have students practice one or two minutes and monitor to see that all students are doing it correctly.
3. Using a computer with word processing software and large screen monitor or projection panel (or work only with small groups of students) and having typed your name on the screen, demonstrate inserting your middle name using special keys. Repeat several times.
4. Repeat the activity but this time have the students instruct the teacher on how to insert the teacher's middle name using the computer. Please note: the process of inserting a word or letter may vary with word processing software. The basic skill should involve arrow keys (or mouse) to locate the place to insert. Some packages require the use of an insert key.
5. At the computer, have students follow the process of inserting their middle names as the teacher gives verbal instructions.

TERMS

Computer
Keyboard
RETURN/ENTER key
Shift key
Space bar
Arrow keys
Insert

Notes:

6. Provide an opportunity for students to practice during several different sessions.

Follow-up /Extension:

1. Provide sentences for students to practice inserting additional words. These sentences may be teacher-created or student-dictated sentences, provided on a word processing data diskette.
2. Have students illustrate the sentences.
3. Prepare a bound booklet of illustrated sentences for children to read or take home.

Measure

Using a prepared data diskette, have students insert their middle name between their first and last names. Monitor their work and provide additional practice sessions if necessary.

Insert It!

Prepare a data diskette with two files. The first file should be one with the student name on it. The second file should be the directions and sentences listed below.

Directions: Read both sentences. Make the second sentence of each pair just like the one above.

1. The **cat** sat in the sun.
   The sat in the sun.

2. The sky **is** blue.
   The sky blue.

3. The **dog** ran.
   The ran.

4. The **girl** reads the book.
   The reads the book.

5. Jack **is** sad.
   Jack sad.

ISSUES
SKILLS
APPLICATION

Computer Skills Curriculum

1

Title: Erase it!
Grade: 1
Competency 1.2: On a keyboard, demonstrate the use of letter keys, number keys and special keys (e.g., shift key, delete/ backspace, space bar, arrow keys).
Measure 2.3.3: Given a list of four color words on the computer screen, use the appropriate special keys to "erase" each color word as it is called out.

Objectives Addressed by This Lesson

Communication Skills
1.1 The learner will apply PREPARATION strategies to comprehend or convey experiences and information.

1.2 The learner will apply ENGAGEMENT strategies to comprehend or convey experiences and information.

1.3 The learner will apply RESPONSE strategies to comprehend or convey experiences and information.

Computer Skills: (Gr. 1)
1.2 On a keyboard, demonstrate the use of letter keys, number keys and special keys (e.g., shift key, delete/ backspace, space bar, arrow keys).

Materials Needed: Computer with word processing software, teacher-prepared data diskettes with color words and sentences already on them, large screen monitor with projection panel, printers, large cards with color words, teacher-made color word Bingo game, teacher-prepared (or commercial) paper keyboards (one for each student).

Time: Five to ten minutes, repeated as necessary.

Activities

Pre-Activities:

Teacher Preparation

1. Prepare data diskettes with color words and additional sentences for practice. Sample activities are included with this lesson.
2. Prepare large sets of cards with color words and several sets of the color Bingo game.
3. Divide the students into small groups (2-4 students) to play the Bingo game.

Activity 1:

1. Review color words by holding up the cards with the color words on them and allowing students to repeat them several times.
2. Have students play color word Bingo in small groups.
3. In each group, have one student play "teacher" and hold up a color word. Have students practice keying in the color words using paper keyboards. Students should take turns playing "teacher" so that everyone has a turn to be the "teacher" and to practice words by being the "student."
4. Keep these sessions short. (This activity is not necessary if all students are familiar with color words. It could be used for students who need more reading practice.)

TERMS

Computer
Printer
Keyboard
RETURN/ENTER key
Shift key
Delete/Backspace
Space bar
Arrow keys

Activity 2:

1. Using a computer with large screen monitor or projection panel (or with small groups of students) and the teacher-prepared data diskette, demonstrate erasing the color words by pressing the backspace/delete key.
3. After the teacher has demonstrated several times, have students instruct the teacher on how to erase the words.

Notes:

4. At the computer, have students follow the process of erasing the color words as the teacher gives verbal instructions.
5. Provide students an opportunity to practice several times.

Follow-up/Extension:

1. Provide additional sentences (on data diskette) for students to practice erasing words. Sample sentences are provided with this lesson.
2. Print out sentences for students.
3. Have students illustrate the sentences.
4. Make a booklet using sentence illustrations for children to share.

Measure

Using a prepared data diskette, each student should erase the color words as instructed by the teacher. The teacher should monitor and record progress. Additional practice should be provided as necessary.

Erase It!

Activity 1
Directions: Erase the word that the teacher calls out.

1. cat hat sat mat
2. sun ball fun sky
3. ball fall mall tall
4. sad mad had bad

Activity 2
Directions: Erase the word that the teacher calls out.

1. The cat is black and white.
2. The sun is bright yellow.
3. Mary plays ball with her dog.
4. Where is the blue book?

Measure

Directions: Erase the word that the teacher calls out.

1. blue yellow green red
2. white brown orange black
3. purple green pink red
4. tan yellow gray blue

ISSUES
SKILLS
APPLICATION

Computer Skills Curriculum 2

Objectives Addressed by This Lesson

Computer Skills: (Gr. 2)

2.2. Locate and use symbol keys and special function keys (e.g., period, question mark, Caps Lock, arrow keys, shift, ESC).

Title: Learn Symbols and Special Function Keys!
Grade: 2
Competency 2.2: Locate and use symbol keys and special function keys (e.g., period, question mark, Caps Lock, arrow keys, shift, ESC).
Measure 2.2.1: Given a picture of a computer keyboard, color special keys as the teacher says the name or describes the function.

Materials Needed: Computer with word processing software, large screen monitor or projection panel with overhead; a prepared data diskette with symbol keys and sentences; paper keyboards (small and large); crayons/magic markers; large poster showing the symbols (period, question mark, caps lock, arrow keys, shift, ESC).

Time: Three to four, 10-15 minute class sessions.

TERMS
Computer
Keyboard
RETURN/ENTER key
Shift key
Caps Lock key
Space bar
Arrow keys
Symbol keys
ESC key

Activities

Pre-Activities:

Teacher Preparation

1. Prepare word processing data diskettes with symbol keys and with incorrect sentences for students to correct. Sample items are included with this lesson.
2. Prepare or obtain paper keyboards and a large poster showing symbol keys.

Activities:

1. Direct the students' attention to a large poster showing the symbol keys. Touch a special key and tell the students the name of each symbol. Have students repeat the names.
2. Review the use of the symbols. Give examples of when the symbols would be used.
2. Using a computer and large screen monitor or projection panel with the entire class or a typical computer station with small groups of students, demonstrate keying the symbols by holding down one of the shift keys, using index fingers only.
3. At the computer, have students practice using symbol keys (with index fingers only). Monitor students and model correct procedures as necessary.
4. Using the prepared data diskettes, have students key in the material with symbol keys as shown on the word processing data diskettes. (Activity 1)
5. Given several incorrect sentences on the data diskettes, have students key each sentence correctly by providing a capital letter for the first word of each sentence. (Activity 2)
6. Given sentences on the data diskettes, have students key the sentences using the Caps Lock key. (Activity 3)

Follow-Up: Play *Zap It!*

1. Post large, paper keyboards around room.
2. Divide the class into several teams and have students line up in front of the keyboards.
3. Provide each student a crayon or marker.
4. Name/describe a special key, then say "go" so students can "zap it."
5. Have the first student in each line run to the paper keyboard and "zap" the special key by marking a "Z" on it. The student runs to the end of the line. Repeat until all students have had a turn.
6. At the end of the game, all students are declared "winners" and given a paper keyboard to take home to practice locating letters, numbers, and special keys.

Measure

Using a picture of a computer keyboard, have students color special keys and symbol keys using specific colors as the teacher gives instructions.

KEYBOARDING

Learn Symbols and Special Function Keys!

Prepare a word processing data diskette with the three activities listed below. You may wish to add more items for practice.

Activity 1
Directions: Type each item on the line below it. Press **RETURN** when you finish keying each item. Use your arrow keys or mouse to move to the next item.

1. $1.00
1.

2. What is your name?
2.

Activity 2
Directions: Below each sentence given, type the sentence using a capital for the first letter of the sentence. Press **RETURN** when you finish keying each item. Use your arrow keys or mouse to move to the next item.

1. today is Monday.
1.

2. i love ice cream.
2.

Activity 3
Directions: Below the sentences given, type each sentence in all caps.

1. Today is Friday!

2. The ballgame was fun!

ISSUES
SKILLS
APPLICATION

Computer Skills Curriculum

2

Title: Re-Key It!
Grade: 2
Competency 2.2: Locate and use symbol keys and special function keys (e.g., period, question mark, Caps Lock, arrow keys, shift, ESC).
Measure 2.2.2: Given the following on the computer screen, retype each: $3.00, How are you?, and North Carolina.

Objectives Addressed by This Lesson

Communication Skills
1.1 The learner will apply PREPARATION strategies to comprehend or convey experiences and information.

1.2 The learner will apply ENGAGEMENT strategies to comprehend or convey experiences and information.

1.3 The learner will apply RESPONSE strategies to comprehend or convey experiences and information.

Computer Skills: (Gr. 2)
2.2 Locate and use symbol keys and special function keys (e.g., period, question mark, Caps Lock, arrow keys, shift, ESC).

Materials Needed: Computer with word processing software, prepared word processing data diskette with items to retype, large screen monitor or projection panel with overhead for demonstrations, printers, keyboarding software such as *MicroType: The Wonderful World of PAWS*.

Time: Two to three, 10-15 minute class sessions; repeat as necessary.

TERMS
Computer
Keyboard
RETURN/ENTER key
Shift key
Caps Lock key
Symbol keys
Space bar
Number keys
Symbol keys
ESC key

Activities

Pre-Activities:
Teacher Preparation
1. Prepare a word processing data file using symbol keys and special functions for students to practice and a file to test the measure. Sample items are included with this lesson.
2. Prepare a sufficient number of diskettes for the class or plan how these files will be loaded in the lab.

Activity 1:
1. Using a computer and large screen monitor or projection panel with the entire class or a typical computer station with small groups of students, demonstrate (using index fingers for letters, numbers, symbols, and shifts) re-keying the items as follows:
   (1) $2.00
   (2) What is your name?
   (3) Raleigh.
2. At the computer, instruct students to follow the process of re-keying the items shown on the screen. (If keyboarding software is being used, the "open screen" should be selected at the main menu.)
3. Have students repeat keying the items for practice.
4. Print out each student's work.

Activity 2:
1. Provide additional words and terms for practice such as:
   - Do you like pizza?
   - It's your turn.
   - $4.50
   - Let's eat!
   - Say "No" to drugs!
   - 1/2

Measure
Using a prepared word processing data diskette, have each student re-key words and terms as they appear on the screen. The teacher should reteach and provide additional practice for those students having difficulty.

KEYBOARDING

Re-Key It!

Activity 1
Directions: Type the items listed on the line below each item. Press **RETURN** when you finish keying each item. Use the arrow keys to move to the next blank line.

(1) $3.00
(1)
(2) How are you?
(2)
(3) North Carolina.
(3)

Activity 2
Directions: Type the items listed below. Press **RETURN** when you finish keying each item. Use the arrow keys to move to the next blank line.

(1) Do you like pizza?
(1)
(2) Can we be friends?
(2)
(3) 1/2
(3)
(4) Mr.
(4)
(5) This is fun!
(5)
(6) Let's eat!
(6)
(7) It's your turn.
(7)
(8) Say "No" to drugs!
(8)
(9) $4.50
(9)

Measure

Directions: Type the items listed below. Press **RETURN** when you finish keying each item. Use the arrow keys to move to the next blank line.

(1) $3.00
(1)
(2) How are you?
(2)
(3) North Carolina.
(3)

ISSUES
SKILLS
APPLICATION

Computer Skills Curriculum

2

Objectives Addressed by This Lesson

Computer Skills: (Gr. 2)
2.3 Demonstrate correct keyboarding posture and finger placement for the home row keys.

Title: Sit Correctly!
Grade: 2
Competency 2.3: Demonstrate correct keyboarding posture and finger placement for the home row keys.
Measure 2.3.1: Pantomime correct keyboarding posture for classmates.

Materials Needed: Computer, appropriately sized desk and chair, large poster which shows a student using correct keyboarding posture.

Time: Two, 10-15 minute class sessions; repeat as necessary.

Activities

Pre-Activities:
Teacher Preparation

1. Place on the wall a large poster which shows a student using correct keyboarding posture.
2. Prepare a large poster of the following student guidelines for using correct keyboarding posture: (1) sit up with back straight, (2) sit directly in front of the keyboard with the center of the body in front of the "h" key, (3) sit well back in the chair, (4) adjust position so that elbows fall naturally just in front of the sides of the body and so that curved fingers easily reach the second row of keys, (5) keep both feet flat on the floor, one slightly in front of the other, and (6) maintain an outstretched-hand width between body and keyboard.

Activities

1. Call students' attention to the large poster showing correct keyboarding posture.
2. Call students' attention to the prepared poster of the student guidelines for using correct keyboarding posture, relating them to the first poster demonstrating correct posture.
3. Demonstrate correct posture with a computer positioned so that all students can see well, emphasizing the guidelines.
4. Pair students and have them pantomime correct keyboarding posture for partners and correct incorrect posture.

TERMS
Computer
Keyboard
Posture

Measure
Instruct students to pantomime correct keyboarding posture for teacher and classmates. The teacher should demonstrate and provide additional practice as necessary.

ISSUES
SKILLS
APPLICATION

Computer Skills Curriculum

Objectives Addressed by This Lesson

Computer Skills: (Gr. 2)
2.3 Demonstrate correct keyboarding posture and finger placement on the home row keys.

Title: Place fingers correctly!
Grade: 2
Competency 2.3: Demonstrate correct keyboarding posture and finger placement on the home row keys.
Measure 2.3.2: Using a computer keyboard or typewriter, place each finger on its correct home row key.

Materials Needed: Computer or typewriter keyboard or a keyboarding device such as Type-Right; a large poster keyboard with highlighted home row keys, keyboard floor mat, paper keyboards; crayons/ markers; large poster of the following student guidelines for correct finger placement for the home row keys: (1) place fingers curved and upright over the home row keys, (2) place thumbs curved toward palms of hands with right thumb resting lightly on the space bar, and (3) allow only tips of fingers to touch the keys and keep base of hands slightly off the keyboard.

Time: Two to three, 10-15 minute class sessions; repeat as necessary.

Activities

Pre-Activities:
Teacher Preparation

1. Place on the classroom wall a large poster of a keyboard with highlighted home row keys.
2. Place on the classroom wall a large poster of student guidelines for correct placement of fingers on home row keys.
3. Place a keyboard floor mat or draw a keyboard on the floor or playing area.

Activities:

1. Call students' attention to the large poster of the keyboard on the classroom wall. Point out the highlighted home row keys and have students locate the home row keys on individual keyboards.
2. On a paper keyboard, have students color the home row keys yellow with crayons, magic markers, or highlighting pens.
3. Call students' attention to the large poster of the student guidelines for correct finger placement (a, s, d, f for left hand and j, k, l, ; for right hand).
4. On a computer or typewriter keyboard or keyboarding device and with small groups of students, demonstrate correct finger placement for the home row keys emphasizing the student guidelines for correct finger placement. Have students place their fingers curved and upright with only fingertips touching the keyboard.
5. Divide students in groups of three or four. Have them pantomime for each other correct finger placement on home row keys. Model and have them correct any incorrect finger placement.

TERMS
Computer
Keyboard
Posture
Home row keys

Follow-Up:

1. On a keyboard floor mat or a keyboard drawn on the play surface area, have students stand on home row keys as the letters are called out.

Measure
Have students pantomime correct finger placement on home row keys for the teacher and classmates. The teacher should demonstrate and provide additional feedback and practice for all students to experience mastery.

ISSUES
SKILLS
APPLICATION

Computer Skills Curriculum

3

Objectives Addressed by This Lesson

Computer Skills: (Gr. 3)
2.2 Demonstrate proper keyboarding techniques for keying all letters.

Title: Key It Correctly!
Grade: 3
Competency 2.2: Demonstrate proper keyboarding techniques for keying all letters.
Measure 2.2.1: Using a keyboarding device or computer, show the proper technique to type each key as it is called out by the teacher.

Materials Needed: Computer or typewriter keyboard or keyboarding device such as Type-Right, keyboarding software such as *MicroType*, *The Wonderful World of PAWS*, large wall poster of keyboard with highlighted home row keys, elementary keyboarding textbook such as COMPUTER KEYBOARDING: An Elementary Course, large posters showing correct keyboarding posture and correct keyboarding finger placement.

Time: 50 to 60 lessons with each lesson approximately, 15 minutes; lessons should be extended over time.

Activities

Pre-Activities:
Teacher Preparation

1. If computers and computer software are used, prepare equipment and load software.
2. Place on the classroom wall: large posters showing proper posture and proper keyboarding technique.

TERMS
Keyboard
Software
RETURN/ENTER key
Space bar
Strike
Home Row keys

With the Students:

1. Review correct keyboarding posture by referring to the wall poster, by demonstrating the correct posture, and by instructing students to pantomime correct posture.
2. Referring to fingers as "right hand--first finger (index finger), second finger, third finger, fourth finger and thumb, review correct finger placement for the home row keys by calling students' attention to the wall poster, by demonstrating the correct finger placement, and by instructing students to pantomime correct finger placement. (Note: The Type-Right names fingers "fore finger, middle, third, and little finger.")

Activity:

1. Introduce new keys (two or three per day) by instructing students to: (1) locate the new key on the keyboarding chart, (2) locate the new key on the keyboard, (3) learn which finger strikes the new key, (4) watch the teacher as the new key is demonstrated, (5) with fingers in correct home row position, watch the finger as it reaches to the new key and back to home row position several times, (6) watch the finger as it strikes the new key and returns to home row position several times (students should be instructed to strike keys with quick, sharp strokes--as if the keys were hot!), and (7) watch the screen or paper as the finger strikes the new key and returns to home row position several times. (The "open screen" option should be selected if keyboarding software is being used.)
2. Instruct students to strike the new key, with eyes on screen or paper, as it is called

Notes:

aloud several times, returning to home row after each strike. Teacher's voice should be loud and sharp (cutting words off quickly) as students are instructed to strike the key as quickly as possible as the key is called.

3. Call aloud the same new key and instruct students to press the space bar (with right thumb) after each key, such as "d, space, d, space, d, space . . ." with students striking keys immediately after each is called.
4. Repeat with the other keys being introduced.

Follow-up/Extensions:

1. Instruct students to simultaneously strike the key as the teacher says the key aloud.
2. With home row keys, call aloud combinations using the same finger on both hands, such as: "f, j, f, space" (with first fingers); "s, l, s, space" (with third fingers); etc. If students are told ahead of time what the combinations will be, these can be keyed simultaneously with the teacher's voice.
3. With keys other than home keys, call aloud combinations using the new key along with the corresponding home key, such as: "d, e, d, space;" "k, i, k, space;" etc. These can be keyed simultaneously with the teacher's voice.
4. Call aloud combinations which spell simple words, such as (when teaching the "w"): "w, o, w, space; w, o, w, space. . ." ("Wow! This is fun!").
5. If keyboarding software or a Type-Right is being used, choose the appropriate lesson from the menu for additional practice on new keys.
6. To build speed, have students think of two-letter words which they know. The teacher should call aloud these words. Have the students key the same word over and over, placing spaces between words, and continuing until a different word is called.

Measure

Have students demonstrate correct keyboarding techniques for touch typing as keys and combinations are called aloud by the teacher.

Note

Constantly monitor students to remind them of correct technique, such as maintaining correct posture; using quick, sharp strokes; using correct fingering; and keeping eyes on screen or paper.

ISSUES
SKILLS
APPLICATION

Computer Skills Curriculum

3

Title: Key Vocabulary Words!
Grade: 3
Competency 2.2: Demonstrate proper keyboarding techniques for keying all letters.
Measure 2.2.2: Given keyboarding software or a keyboarding device, use home row keyboarding techniques to type appropriate vocabulary words.

Objectives Addressed by This Lesson

Communication Skills
1.1 The learner will apply PREPARATION strategies to comprehend or convey experiences and information.

1.2 The learner will apply ENGAGEMENT strategies to comprehend or convey experiences and information.

1.3 The learner will apply RESPONSE strategies to comprehend or convey experiences and information.

Computer Skills: (Gr. 3)
2.2 Demonstrate proper keyboarding techniques for keying all letters.

Materials Needed: Computer or typewriter keyboard or keyboarding device such as Type-Right, keyboarding software such as *MicroType*, *The Wonderful World of PAWS*, large wall poster of keyboard with highlighted home row keys, elementary keyboarding textbook such as COMPUTER KEYBOARDING: An Elementary Course, large posters showing correct keyboarding posture and correct keyboarding finger placement.

Time: Ten to fifteen minutes, repeated as necessary.

Activities

Pre-Activities:
Teacher Preparation
1. If computers and computer software are used, prepare equipment and load software.
2. Place on the classroom wall large posters showing proper posture and proper keyboarding technique.
3. Obtain appropriate vocabulary words.

Activities:
1. Review correct keyboarding posture by referring to the wall poster, by demonstrating the correct posture, and by instructing students to pantomime correct posture.
2. Referring to fingers as "right hand--first finger (index finger), second finger, third finger, fourth finger and thumb, review correct finger placement for the home row keys by calling students' attention to the wall poster, and by demonstrating the correct finger placement. Have students pantomime correct finger placement. (The Type-Right names fingers "fore finger, middle, third, and little finger.")
3. Introduce keys needed for the selected vocabulary words by instructing students to: (1) locate the new key on the keyboarding chart, (2) locate the new key on the keyboard, (3) learn which finger strikes the new key, (4) watch the teacher as the new key is demonstrated, (5) with fingers in correct home row position, watch the finger as it reaches to the new key and back to home row position several times, (6) watch the finger as it strikes the new key and returns to home row position several times (students should be instructed to strike keys with quick, sharp strokes--as if the keys were hot!), and (7) watch the screen or paper as the finger strikes the new key and returns to home row position several times. (The "open screen" option should be selected if keyboarding software is being used.)

TERMS
Keyboard
Software
RETURN/ENTER key
Space bar
Strike
Home Row keys

KEYBOARDING

4. Instruct students to strike each key, with eyes on screen or paper, as it is called aloud several times, returning to home row after each strike. The teacher's voice should be loud and sharp (cutting words offf quickly) as students are instructed to strike each key as quickly as possible after the key is called.
5. Call aloud the same keys and instruct students to press the space bar (with right thumb) after each key, such as "d, space, d, space, d, space . . ." with students striking keys immediately after each key is called.
6. As new keys are learned, call aloud appropriate vocabulary words for which students know all the key locations and have students rekey them several times each for spelling comprehension. Have students to help think of some of the words used for the drill.

Follow-up/Extensions:

1. Instruct students to simultaneously strike a key as they say the key aloud.
2. With home row keys, call aloud combinations using the same finger on both hands, such as: "f, j, f, space" (with first fingers); "s, l, s, space" (with third fingers); etc. If students are told ahead of time what the combinations will be, these can be keyed simultaneously with the teacher's voice.
3. With keys other than home keys, call aloud combinations using the new key along with the corresponding home key, such as: "d, e, d, space;" "k, i, k, space;" etc. These can be keyed simultaneously with teacher's voice.
4. Call aloud combinations which spell simple words, such as (when teaching the "w"); "w, o, w, space; w, o, w, space . . ." ("Wow! This is fun!").
5. To build speed, have students to think of two-letter words which they know. Call aloud these words having students key the same words over and over, placing spaces between words, and continuing until a different word is called.
6. Have students decorate a bulletin board with the students' names that they can key correctly (adding names as new keys are learned).

Measure

Students should demonstrate correct keyboarding techniques for touch typing to key in appropriate vocabulary words.

Note

Constantly monitor students to remind them of correct technique, such as maintaining correct posture; using quick, sharp strokes; using correct fingering; and keeping eyes on screen or paper.

ISSUES
SKILLS
APPLICATION

Computer Skills Curriculum

4

Title: Key a Paragraph!
Grade: 4
Competency 2.1: Demonstrate proper keyboarding techniques for keying all letters.
Measure 2.1.1: On a computer, typewriter, or keyboarding device, type a paragraph using proper keyboarding techniques.

Materials Needed: Computer (with printer) or typewriter keyboard or keyboarding device such as Type-right, keyboarding software such as *MicroType*, *The Wonderful World of PAWS*, large wall poster of keyboard with highlighted home row keys, elementary keyboarding textbook such as PAWS Presents COMPUTER KEYBOARDING, large posters showing correct keyboarding posture and correct keyboarding finger placement, large poster showing correct spacing after punctuation (period, comma, exclamation mark, and question mark).

Time: One, 30 minute class session; should be repeated for mastery.

Objectives Addressed by This Lesson

Communication Skills
1.1 The learner will apply PREPARATION strategies to comprehend or convey experiences and information.

1.2 The learner will apply ENGAGEMENT strategies to comprehend or convey experiences and information.

1.3 The learner will apply RESPONSE strategies to comprehend or convey experiences and information.

2.1 The learner will identify, collect, or select information and ideas.

2.3 The learner will apply, extend, and expand on information and concepts.

4.1 The learner will respond to personal situations and events in selections and to personal situations and events.

Computer Skills: (Gr. 4)
2.1 Demonstrate proper keyboarding techniques for keying all letters.

Activities

Pre-Activities:
Teacher Preparation
1. If computers and computer software are used, prepare equipment and load software.
2. Place on the classroom wall large posters showing keyboard, correct posture, keyboarding technique, instructions for double spacing text, and spacing after punctuation.

Activities:
1. Instruct students to locate the TAB key on the keyboard. Explain that the TAB key is used to make the cursor jump to a specific place on the line such as when indenting the first line of a paragraph.
2. Have students practice pressing the TAB key several times.
3. Call students' attention to the large wall poster showing correct spacing after punctuation. Review the following guidelines: (1) two spaces after an end-of-the-sentence period [two presses of the space bar], (2) two spaces after an exclamation mark, (3) two spaces after a question mark, and (4) one space after a comma.
4. Have students use the word wrap feature on the computer when keying their paragraphs (to type to the end of the screen or line and allow the computer to automatically advance to the next line).
5. Have students key in a correctly formatted paragraph copying from the keyboarding textbook or language arts textbook. Monitor to see that students are using correct keyboarding technique.

Follow-up/Extensions:
1. Have students research an assigned topic in the media center, then write a

TERMS
Keyboard
Software
Word wrap
Double space
Text
Space bar
Tab key

KEYBOARDING

draft of a short paragraph about the topic. Have students key in the paragraph on the computer.

2. Write several paragraph starters on the chalkboard. Ask students to choose one, key in the chosen paragraph starter, and compose the remainder of the paragraph on the computer. Examples of paragraph starters are: (1) I can hardly wait until . . ., (2) My favorite holiday is . . ., (3) Some of my hobbies are . . ., (4) The best day I ever spent was . . . (5) If I had one wish, I would wish for . . . (6) If I could be President for one day, I would . . ., (7) I like [do not like] my room because . . ., (8) One person I really admire is ____ because . . ., (9) My best friend is ____ because. . ., (10) I love my pet, ____, because. . .

Measure

Have students demonstrate correct keyboarding technique by keying a paragraph on a computer, typewriter, or other keyboarding device given one of the story starters below:

I like using the computer because...
When I type on the computer, my fingers...
As I was typing my story yesterday, I ...

Keyboarding, Gr. 1-4

arrow keys: Keys on a keyboard that move the cursor left or right, up or down.

backspace/delete key: Key on a keyboard that moves the cursor to the left one space at a time and, on some keyboards and with most word processing software, deletes characters.

caps lock key: Key on a keyboard that is used to key all capital letters.

computer: An electronic machine that can perform calculations and can process a large amount of information accurately and much more rapidly than the human brain.

delete/backspace key: Key on a keyboard that moves the cursor to the left one space at a time and, on some keyboards and with most word processing software, deletes characters.

double space: When keying text, the act of spacing text two lines apart.

ESC key: Key on a keyboard that is used to "move around" with a program.

home row keys: Keys on a keyboard which contain the letters a, s, d, f, g, h, j, k, l, ; and used for positioning the hands in typing.

insert: Key on a keyboard or function of word processing software that is used to insert text without deleting previously keyed text.

keyboard: An input device resembling a typewriter and consisting of a standardized layout of buttons or keys with symbols, such as letters or numbers, that can be entered into a computer by pressing on the keys.

letter keys: Keys on a keyboard which contain the letters of the alphabet.

number keys: Keys on a keyboard which contain the numbers 0-9.

posture: The position of the body or of parts of the body.

printer: A mechanical output device that can print text, and sometimes graphics, on paper.

return/enter key: Key on a keyboard that is used to enter information into a microcomputer or to return the cursor to the beginning of a new line.

shift key: Key on a keyboard that is used to capitalize letters when pressed with that letter key.

software: Program material for computers; instructions to the CPU to tell it what to do with the data it receives.

space bar: Key on a keyboard that spaces the cursor forward one space at a time and produces a blank space when pressed.

strike: to tap or press the keys of a keyboard with a finger or thumb.

symbol key: Key on a keyboard that contains a symbol.

tab key: Key on a keyboard that is used to move the cursor directly to a tab stop.

text: The actual structure of words in a piece of writing or printing.

word wrap: In word processing, the automatic movement of a word to the next line when it is begun near the end of a line of text on which it is too long to fit; it eliminates the need for typing a carriage return at the end of each line.

(Definitions from Keyboarding and Applications (Glencoe, 1993), Understanding Computers through Applications (Glencoe, 1993), and PAWS Presents Computer Keyboarding (South-Western, 1991).)